

Semester 2, Term 4

Level 3, Grade 4

Persuasive Writing Assessment



Name: Tyler Sargent

The task: As a part of our occupations unit, 'What a Way to Make a Living', the students were given opportunities to experiment with persuasive writing, to influence the reader as to why they would be best suited for a particular job.

For this particular writing piece, the students were given 5 minutes to complete a plan, 40 minutes to complete a written draft and an additional 10 minutes to edit their work. In an additional session, they were given 30 minutes to complete a good copy.

Below is a Persuasive Organiser which the students followed as a guide. Please click to view



Persuasive Writing Organiser.pdf

VELS level 3, grade 3
Expected points of achievement
Capital letters and full stops have been used correctly
Writing has evidence of editing – ensuring it makes sense, spelling has been corrected
Writing is neat and has correctly written upper and lower case letters with consistent size, slope and spacing.
Composed a short, sequenced persuasive text using appropriate content
Used simple and some compound sentences
Correctly joined sentences with appropriate conjunctions
Effective vocabulary has been used to convey meaning, including nouns, verbs and adjectives
Correct spelling of most frequently used words and has made good attempts to spell words with more complex spelling blends
Expected points of achievement by the end of grade 4
Composition of three or four logically ordered paragraphs including an appropriate introduction and conclusion
Varied sentence beginnings and the use of pronouns
Compound sentences linking two ideas, with correct use of verb tenses
Correct use of full stops and question marks, experimentation with other punctuation e.g. commas, apostrophes, exclamation points
Correct spelling of two-syllable words with regular patterns, and plausible attempts at spelling two-syllable words with irregular spelling patterns
Points of achievement above the expected level
Correct order and sequencing of events using detail or illustrative evidence to 'paint a picture' to the reader
Punctuation has been used to support meaning, including exclamation marks and quotation marks
Capital letters, full stops and commas have been accurately
Appropriate vocabulary has been used to enhance meaning
Correct spelling of most one-, two- and three-syllable words with regular spelling patterns, and frequently used words which have less regular spelling patterns
Sound and visual patterns have been used when attempting to spell unfamiliar words

Teacher comment:

Tyler is working hard to complete writing tasks with correct punctuation & grammatical features. I was pleased with her efforts to show arguments to support the question given in this assessment task.